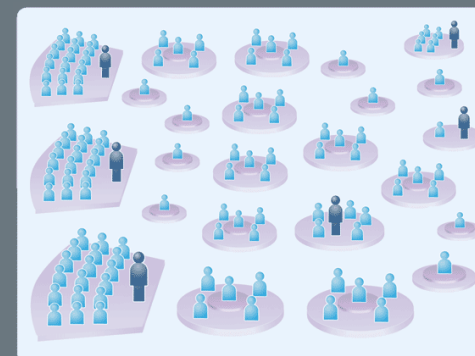


Our school is part of a community, called iZone360, which is reimagining the traditional school model in order to address the needs, strengths, and motivations of each student.



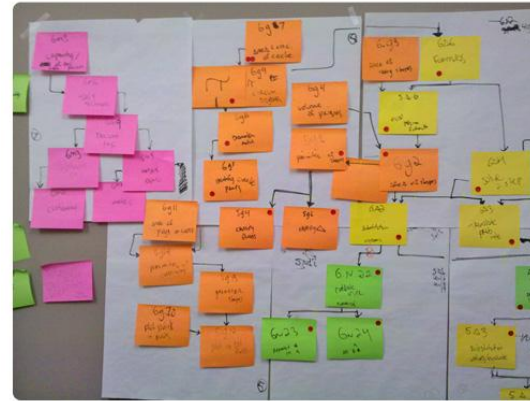
A New Approach to School

School of the Future has always been known to have an intimate environment in which students are noticed and receive personal attention. We have always valued critical thinking over coverage of content and student centered curriculum. Building on these strengths, we know we can do better for more of our students. With iZone's support, students will experience intentional and individual progress in research, reasoning and writing. They will also create, experiment with and refine their personal goals.



How can we reimagine and transform curriculum and assessment to help all students meet or exceed the Common Core Standards and other rigorous academic standards?

In grades 6-10 at School of the Future, students practice and develop their skills in research based argument writing and information writing. Across English, Social studies and Science classes, students experience repeated practice in these Common Core performance tasks. We call this purposeful practice, The Matrix. It prepares them for 11th and 12th grade where students complete four Exhibitions - a rite of passage at SOF challenging students to design and implement research in Literary Criticism, Science Original design, Math and Historical Analysis and present their arguments to staff and students.

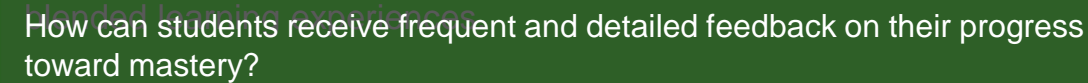


How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

Curriculum at School of the Future is designed for apprenticeship. Teachers design authentic experiences and performance challenges that reflect real world expectations and model best practices in each discipline. Following, assessments need to gauge students' ability to transfer their knowledge and skills to nuanced tasks and problems. Reflecting the philosophy of 'Understanding by Design' every lesson students' encounter leads them to Independently apply new content to consider authentic dilemmas successfully complete nuanced tasks.



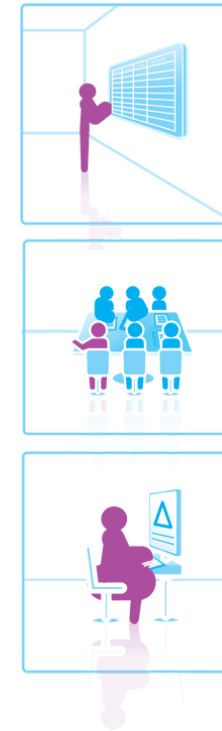
There are two main ways that students work on personal learning plans. One is in STEP, with their advisors. Step stands for students training for excellent performance. Here, students and advisors design academic goals and action plans based on their achievement data and Work samples. Through guided reflection, they adjust their goals and action plans. Through performance assessments in reading, writing and math, students know their present performance and next steps. In our math program, for example, students work on teacher signed assessments to pinpoint their personal recovery or extension plans. They then knock out these goals through



Sum of weight	imn Labels											Grand Tot	
Row Labels	game	movement	student reading	artistic composition	music/performing arts	manipulatives	science	linguistic composition	social studies	history	business	oral/presentation	
206666224	6	4	2	3	6		1		1	1	1		25
204326292	7	7		2	8								24
207782376	6	5			5				2	2			24
275059814	8	8	2	1	5								24
208436931	3	1	1	2	3	1	3		3	3	3		23
203376801	Sum of weighimn Labels												22
220265888													22
207981358													21
209407162	2	20											
217271956	20												
275069193		19											
211039144	2	19											
203648498	2		19										
219871779	19												
205695935	19												
Row Labels	Small				Virtual		Large		Independent				
275059814	6		3	3									18
219871779	6		2	4							2		18
209407162	4		3	3					2				18
202944203	5		4	2					1				12
274672252	6		3	3									12
203097779	3		4	2					3				12
207782376	4		5	1					2				12
203098108	6		3	3									12
209497072	6		3	3									12
203581608	5		4	2					1				12
270622483	4		5	1					2				12
204326292	4		5	1					2				12
274971126	4		5	1					2				12
205347586	5		4	2					1				12

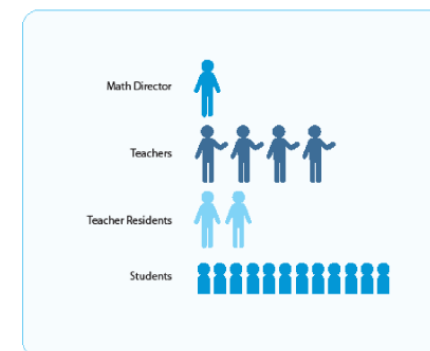
How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?

Our students' work in English, Social Studies and Science is grounded in Independent and small group research. Units are designed to mirror the phases of research where scholars get oriented to new content, Engage in specialized inquiry of their choice and present their claims in a sophisticated fashion. By design, students treat videos, podcasts, primary sources, literature, data sets and experiments as their texts for research. In their math classes, students work with teacher created podcasts, Kahn Academy videos and the Carnegie Math program in order to make individual progress on math skills.

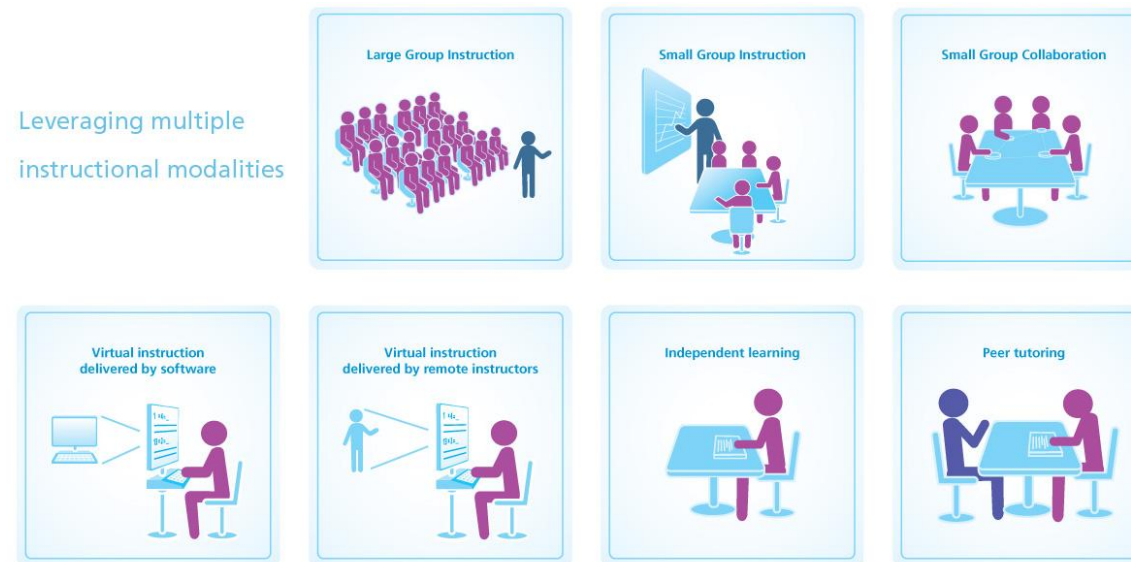


How will staff take on new, flexible roles as coaches and facilitators to guide student learning? How can alternative staffing models help meet each student's needs?

In grades 6-8, students remain with the same academic advisor in their STEP class. Here, teachers move beyond their roles as 7th grade 'math teacher' or 8th grade 'Humanities teacher'. We work with the students in the essential competencies that cut across all disciplines to foster intelligent students. In grades 9-12, every teacher is an exhibition sponsor for the 11th and 12th graders as they culminate their SOF studies with their Exhibitions. Furthermore, through the Writing Across the Curriculum Matrix design all teachers collaborate to develop our students' writing.

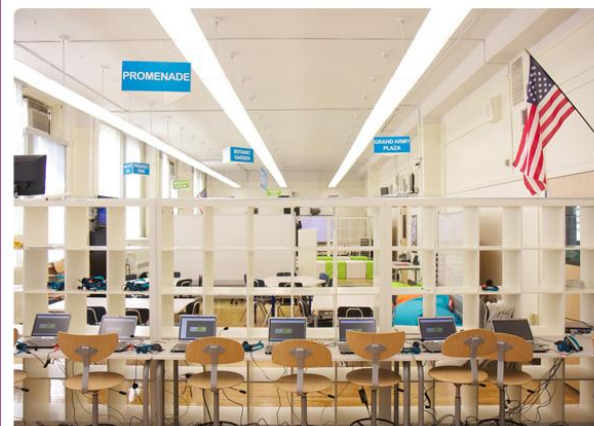


How can we create flexible and real-world learning environments by re-imagining our use of technology, scheduling, and community/home resources?



With the support of izone, we have restructured our schedule to provide our Middle School students with academic coaching and differentiated small group experiences and our High School students with more personalized pathways and choice. Online credit recovery, enrichment, and resources us to offer more entry points for our students looking to regain credits or pursue their interests.

Our new online portal allows students and families to access their homework, grades and resources whenever and wherever. Students can access classroom charts, model assignments, classroom wikis and resources in order to strengthen their assignments. Through the online math skills tracker and the Carnegie Math program, students can recover gaps in their skills at flexible times.



A Day in the Life

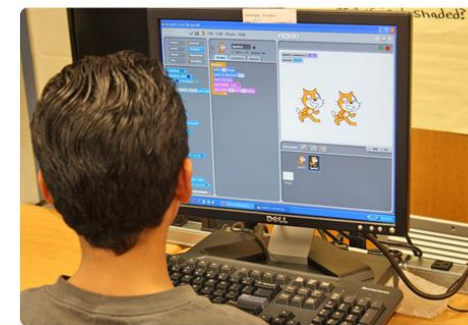
7th grade Humanities students researching topics of interest on the Colonial Area to prepare their argument essays for a student symposium.



A 12th grade student presenting her math exhibition on packaging and derivatives to a committee of students, and tea hers including her 9th grade math teacher who is her sponsor.



A 6th grade students in a coaching session with his advisor who is the 8th grade math teacher. They are looking at his recent literacy performed based assessment and discussing possible goals.



A family is reviewing their child's current science grade and upcoming projects and discussing ways to improve.



An 8th grade math student is checking his skills' tracker at home and logging on to Carnegie to practice for his next mastery assessment.

